

## Pupil premium strategy statement 2019-20

1. Summary information					
School	Sacred Heart Primary School and Nursery				
Academic Year	2019/20	Total PP budget	118,000 + 2100+18,400= £139,300	Date of most recent PP Review	07/19
Total number of pupils	380	Number of pupils eligible for PP	105	Date for next internal review of this strategy	11/19

2. Current attainment		
Key Stage 2 results 2019 (11 pupils)	<i>Pupils eligible for PP (your school)</i>	<i>Pupils Overall (national average)</i>
% achieving expected standard or above in reading, writing & maths	<b>73% (18% GD)</b>	65% (11% GD)
% making expected progress in reading (as measured in the school)	<b>73% (36% GD)</b>	73% (27% GD)
% making expected progress in EPAG (as measured in the school)	<b>81% (36% GD)</b>	78% (36% GD)
% making expected progress in writing (as measured in the school)	<b>73% (18% GD)</b>	78% (20% GD)
% making expected progress in mathematics (as measured in the school)	<b>100% (18% GD)</b>	79% (27% GD)
3. Barriers to future attainment (for pupils eligible for PP)		
<b>Academic barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )		
A.	Securing calculation, problem solving and reasoning skills	
B.	Enriching language through talk and text	
C.	Developing reading skills from acquired phonic knowledge	
<b>Additional barriers</b> ( <i>including issues which also require action outside school, such as low attendance rates</i> )		
D.	Having a broad range of extra-curricular opportunities	
4. Intended outcomes ( <i>specific outcomes and how they will be measured</i> )		Success criteria

<b>A.</b>	Improved calculation, problem solving, reasoning in assessments	Termly progress Teacher assessment progress meets
<b>B.</b>	Improved Vocabulary and articulation in writing/reading	Termly progress Teacher assessment progress meets
<b>C.</b>	Improved decoding and comprehension skills	Termly progress Teacher assessment progress meets
<b>D.</b>	Broadening experiences in an enriched curriculum	Topic books, social media.

## 5. Review of expenditure

**Previous Academic Year**

**£78,767**

### i. Quality of teaching for all

<b>Desired Outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
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Improving outcomes for lower and higher attaining children

Setting and intervention for mathematics in Year 5 and 6

Mathematics					
No. (% of total pupils)					
Year 2 Summer 2		End of Key Stage 2			
Levels (2ABC)	No. Pupils	<95	95-99	100-109	110+
No Assessment	0				
P-Scales	1			1 (9.1%)	
Level 1	0				
2C	1			1 (9.1%)	
2B	2			2 (18.2%)	
2A	3			3 (27.3%)	
Level 3	4			2 (18.2%)	2 (18.2%)
Level 4	0				

100% of pupils made expected progress or more.

18% made more than expected progress (these children achieved low KS1 results and made expected)

18% of level 3 children did not reach greater depth.

0% made greater depth that were Level 2 in KS1.

Continue to use boosters to improve maths outcomes for low attaining PP children in Year 6.

Continue setting in Year 6 as this supports children in making the expected standard.

To develop how we can ensure Level 3 or children at greater depth in KS1 continue to be greater depth in KS2.

Focus on higher attaining PP children in maths to ensure progress is continued, through intervention/boosters.

**FUTURE IDEAS**

- Monitor the progress of HA PP children to identify barriers and enable strategically planned intervention.
- Implement setting for Year 2 to improve outcomes for LA and HA children in maths.

£46,056

<p>Quality first teaching takes account of all learners</p>	<p>Regular pupil progress meetings for vulnerable groups</p>	<p>Pupil progress meetings that were held led to more focus on pupil groups including PP children. The meetings led to targets and ideas to put into the classroom.</p>	<p>Meetings needed to be more regular to discuss PP children and evaluate interventions and their impact.</p> <p>There needed to be more sharing of positive impact of interventions with others so that they can talk about what has worked so others try these ideas out in their own classroom.</p> <p><b>FUTURE IDEAS</b></p> <ul style="list-style-type: none"><li>● Improve the review cycle</li><li>● Ensure staff members are driving improvements in progress meetings.</li><li>● Use staff effectively for intervention times.</li><li>● SENCO and Inclusion lead to develop the use of LSA for interventions and specific use in the classroom.</li><li>● Observe interventions in local high PP schools in the area.</li></ul>	
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## ii. Targeted support

Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost																							
Pupils narrowing the attainment gap.	Mathematics mastery CPD	<p>Leaders have been involved in 4 TRG meetings to meet and discuss developing mastery. This involved sharing ideas and implementing new ideas.</p> <p>Training at Bishop Stortford to develop understanding of Singapore Maths and what elements can be implemented into the primary curriculum.</p> <p>KIRFS were developed to share with staff to ensure key recall facts are met in each year group.</p> <table border="1" data-bbox="651 850 1245 1417"> <thead> <tr> <th rowspan="2">Year</th> <th colspan="2">Expected or more in test</th> </tr> <tr> <th>PP</th> <th>Non PP</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>53% 0%GD</td> <td>71% 2%GD</td> </tr> <tr> <td>2</td> <td>67% 17%GD</td> <td>81% 20%GD</td> </tr> <tr> <td>3</td> <td>61% 0%GD</td> <td>61% 10%GD</td> </tr> <tr> <td>4</td> <td>70% 40%GD</td> <td>50% 20%GD</td> </tr> <tr> <td>5</td> <td>25% 13%GD</td> <td>55% 9%GD</td> </tr> <tr> <td>6</td> <td>100% 18%GD</td> <td>71% 26%GD</td> </tr> </tbody> </table>	Year	Expected or more in test		PP	Non PP	1	53% 0%GD	71% 2%GD	2	67% 17%GD	81% 20%GD	3	61% 0%GD	61% 10%GD	4	70% 40%GD	50% 20%GD	5	25% 13%GD	55% 9%GD	6	100% 18%GD	71% 26%GD	<p>To continue to develop mastery within KS1. To continue to have a core group to develop these approaches further to impact on pupil progress.</p> <p>To launch the KIRFS and use this to focus each Year on some key facts.</p> <p>To ensure that work in TRG is shared and disseminated effectively to create more impact.</p> <p><b>FUTURE IDEAS</b></p> <ul style="list-style-type: none"> <li>• Monitor the progress of PP children more effectively within KS2 to identify barriers to success and implement effective intervention.</li> <li>• Investigate the lack of progress within Year 5 for reading and maths to enable quality first teaching in KS2.</li> </ul>	£34,522
Year	Expected or more in test																										
	PP	Non PP																									
1	53% 0%GD	71% 2%GD																									
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Pupils narrowing the attainment gap

Reading Intervention

Reading intervention is provided to pupil in regular sessions with teaching assistants in small groups or individually; effective reading intervention practice is a particular strength in Key Stage 1.

During a learning walk carried out in autumn term 2018, teaching assistants talked with confidence about their role in enabling progress for lower attaining pupils in reading, including PP pupils.

Year	Expected or more in test	
	PP	Non PP
1	NA	NA
2	66% 22%GD	74% 20%
3	50% 6% GD	59% 5% GD
4	70% 20%GD	60% 10%GD
5	38% 13%GD	72% 0%GD
6	73% 36%GD	80% 37%GD

All staff (teachers and teaching assistants) are highly trained, having received accredited training in phonics. Teaching assistants are deployed to provide additional intervention phonics teaching to focus on closing attainment gaps for PP children as well as other vulnerable children requiring support.

**FUTURE IDEAS**

- Further development is needed in the communication of detail regarding specific teaching strategies that target barriers to learning to read amongst disadvantaged pupils and the regular review and evaluation of the impact of interventions.
- Increased frequency of pupil progress meetings and involvement of teaching assistants in this process requires further development. With an ongoing school expansion, growing numbers of PP pupils and pupils with other needs, professional development of teaching assistants will need to be maintained and mentoring (and opportunities to watch class teachers and other teaching assistants) by experienced LSAs will need to be developed in order to maintain the effectiveness of the LSA role in this respect.

<p>Support for vulnerable pupils</p>	<p>Extending and establishing a safeguarding team supporting learning and families</p>	<p>Safeguarding team successfully established.</p> <p>Caseloads allocated to staff to work with different families.</p> <p>Families have been supported in regards to attendance and using breakfast club provision to help improve this.</p> <p>Use of the National Breakfast Programme to engage children and families to attend school on time.</p> <p>Children involved in Social Care and Early Help have had extra support in terms of counselling, subsidised clubs, and trips.</p>	<p>Continue to have a safeguarding team to support families in getting the support they need to help them and their children progress in life and at school.</p> <p>Continue to use counselling service for children with high level of need including PP children.</p>	
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### iii. Other approaches

Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
Broadening experiences through an enriched curriculum	Embedding IPC	IPC has embedded this year. Many classes have been out on trips to improve experiences or have had companies at school to offer exciting experiences including the space dome.	To continue to enrich the curriculum for all and supporting payments for any trips outside the curriculum.	£2000
Enabling access to the curriculum	Funding music, extracurricular clubs and trips	<p>Other experiences have occurred at a whole school level with Music Man and Travelling Tuba.</p> <p>Individual cases for spend such as Year 6 residential trip, breakfast clubs, afterschool clubs have been subsidised on a case by case basis.</p>	<p>Review the charging policy so that children in need receive extra support financially.</p> <p>Record clearly where individual one off costs have been made.</p>	

## 6. Planned expenditure

Academic year

£139,300

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

### i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review?	Estimated Cost
<b>Improve outcomes for lower attaining pupils</b>	Improve outcomes for lower attaining Maths in KS2 through booster sessions and setting.	Recent and previous outcomes in Maths have shown that retaining and using maths skills is a weakness. Previous year's booster sessions have made great improvements for lower attaining PP children which should continue.	Use of pupil progress meetings to highlight and challenge where support is needed to improve this outcome. Regular discussions with class teacher to be informed by their formative assessment. Regular data checks when assessments arrive. Learning walks to observe boosters in action. Maths CPD for staff to deliver effective maths lessons for all.	KS/CE/La B	Pupil progress meetings.  Half termly assessment data.	£7400  £4300  £4600

	<p>Improve outcomes for lower attaining reading in KS2 through booster sessions &amp; regular intervention.</p>	<p>Results indicate the lag in attainment of PP throughout KS1 and KS2.</p>	<p>Ensuring regular intervention through daily reading by well-trained support staff.</p> <p>Delivering a whole school approach to teaching reading comprehension supplemented by pre teaching the less able.</p> <p>Use of reading tests to gather data to see improvements made.</p> <p>Pupil progress meetings that focus on reading.</p>	JM	Termly tests	<p>£1500</p> <p>£3000</p>
	<p>Improve outcomes for lower attaining Maths in KS1 through setting.</p>	<p>Results in Year 1 demonstrate a great need to develop lower attainers in Maths.</p> <p>Research has shown that small group work with a teacher will help make progress with children and their learning.</p>	<p>Planning checks to see the content of lessons taught and through observations.</p> <p>Data gathering from teacher assessments and test data to see how children have progressed over time.</p>	CE/LaB	<p>Termly</p> <p>Maths Monitoring</p>	£10000
	<p>Improve outcomes for lower attaining phonics in KS1.</p>	<p>Results have continued to be high due to small group phonics. Due to our children and their ability to sustain progress this has been developed into Year 2 also.</p>	<p>Observation of phonics to assess the impact of small groups.</p> <p>Regular RWI assessments.</p> <p>To look carefully at the lower groups to see if RWI is suitable for their needs.</p>	JM/ES	Half termly assessments	£2700

	<p>Improve language and vocabulary knowledge.</p>	<p>Research and practical experience identifies that socially deprived pupils have poor vocabulary and language knowledge. Many pupils have EAL. Most pupils do not have a literature rich environment. Drama and being immersed in language is also an effective way to improve language.</p>	<p>Talking tots group in Nursery and EYFS. Followed by Language assessments in EYFS.</p> <p>Whole school focus on vocabulary and use learning walks and pupil interviews to gather data.</p> <p>Introduce and trial press play to increase the level of quality talk.</p>	JM/JB	Termly	<p>£2700</p> <p>£3000</p>
	<p>Improve reading outcomes in KS2</p>	<p>Previous data had shown that reading is still an area that our children find difficult to excel in.</p> <p>Children need to develop their reading speed and their comprehension skills.</p> <p>To find a comprehension scheme to develop these skills across KS2.</p>	<p>To see assessment data over time and talk about specific PP pupils in pupil progress meetings.</p> <p>To observe the teaching of reading in classrooms. To focus on some PP children and what their learning looks like.</p>		<p>Termly assessment data.</p> <p>Pupil progress meeting</p> <p>Reading monitoring.</p>	£8000
<p><b>Improve outcomes for higher attaining children</b></p>	<p>Improve outcomes for higher attaining children in Maths through setting.</p>	<p>In previous years this has made an impact for many children. However we need to target and ensure that these children are catered for in smaller groups to ensure that they reach their potential.</p>	<p>Regular assessments to discuss children in Year 6 and their gaps in their learning.</p> <p>Discussions in pupil progress meetings to ensure regular interventions are in place to support previous high attainers.</p>	KS/LaB/CE	<p>Termly PP meetings</p> <p>Weekly update meetings</p> <p>Termly assessments</p>	£7400
<b>Total budgeted cost</b>						<b>£51,900</b>

## ii. Targeted support

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review?	Estimated Cost
<b>Narrowing the gap between children</b>	To use intervention TAs to support children in closing the gap.	Last year there was support for children but interventions at the right time were not used effectively to ensure gaps were closed.	<p>Timetable of additional TAs and interventions in place.</p> <p>A list of interventions to use to support gaps.</p> <p>Regular assessing of children to ensure progress is measured and made in groups.</p>	LaB/VM	Each half term/end of assessment periods.	£39,000
<b>Supporting vulnerable families and children</b>	To look after children's wellbeing.	<p>Last year many of the children that had counselling were PP children however with limited counselling time and more children needing this service the demand was not met.</p> <p>Children need a safe space to talk and discuss their concerns and experiences. If children are happy they are more likely to succeed.</p>	<p>To have regular time to catch up with the counsellor and to plan effective strategies to meet the pupils needs.</p> <p>To record clearly the sessions children have and for how long.</p> <p>To see improvement in assessments and behaviour in class and school.</p>	LaB/VM	Each half term/as and when counsellor requests.	£2700

	<p>To continue to develop the safeguarding team to support families.</p>	<p>As the school grows there is an increase in PP children but also there is a correlation between PP children and safeguarding concerns.</p> <p>Many families will require additional support through early intervention and use of the safeguarding team to support families through meetings and visits.</p>	<p>Regular weekly safeguarding meetings to discuss children and cases and solutions to some problems.</p> <p>Records on file to show support that has been given to children and families.</p> <p>Review impact of new safeguarding lead.</p>	<p>VM/LaB/J M</p>	<p>Weekly meetings for safeguarding</p> <p>Termly review of progress.</p> <p>Termly governor reports.</p>	<p>£13500</p>
	<p>To ensure attendance at school improves.</p>	<p>Around half of the persistence absence children are PP families. Attendance is vital for improving learning and ensuring they are consistently at school learning and not gaining gaps in their learning.</p> <p>Meetings have produced some improvements in the previous year.</p>	<p>See attendance action plan.</p> <p>Range of incentives to ensure children attend school.</p> <p>To make attendance high profile at school through social media and sponsorship.</p> <p>Evaluate numbers of PP children using breakfast club and invite pupils when needed.</p> <p>Evaluate numbers of children accessing morning clubs. Targeted invites to children.</p> <p>To record attendance data and make record of meetings to discuss with families.</p>	<p>LaB</p>	<p>Each half term to meet and discuss with parents.</p> <p>Weekly rewards.</p> <p>Termly rewards</p>	<p>£1000</p> <p>£5600</p> <p>£1400</p> <p>£5000</p>

	To continue and develop the magic breakfast provision.	<p>We have been successfully having a breakfast bagel bar supported by a DFE funded project.</p> <p>This provision has ensured children are coming to school fed. It has enabled some children to be ready for the day and the morning to learn.</p> <p>Funding may be cut and this provision must continue for many of our families.</p>	<p>To trial some new ideas to revamp bagel breakfast. To develop cheaper alternatives to bagels so that we can continue feeding everyone at school.</p> <p>To develop individual cases to share impact but to also collect data to see if children are accessing and using the bagel breakfast.</p>	LaB	<p>Questionnaire children each half term.</p> <p>Collect data each half term for how many are accessing.</p>	£5000
<b>Total budgeted cost</b>						£73,200

<b>iii. Other approaches</b>						
<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review?</b>	<b>Estimated Cost</b>
Broadening experiences for children.	Support with IPC trip payments	<p>It is vital that PP children get a range of experiences as many will not have these in their everyday lives.</p> <p>Many trips are expensive and are unable to pay.</p>	Record of children who have been supported as the year develops.	LaB	Each of each term.	£4800

Enabling access to the curriculum and extra-curricular activities	Funding clubs for PP children	<p>Many PP children are unable to use afterschool clubs due to lack of finance.</p> <p>Previously this was decided due to need. Due to a larger number of PP children a fair system needs to be in place.</p>	<p>Arrange letters for pupil premium children to enable them access to one free club per term.</p> <p>Ensure letters go with club letters to share they have the ability to book one club free.</p>	LaB/EB	End of each term.	£7900
	Support with Year 6 Residential	<p>Many PP children cannot afford this trip. Some have not attended in recent years.</p> <p>Ensure that all PP children are catered for so that all can attend.</p>	<p>Arrange a budget to ensure that Year 6 residential is supplemented.</p> <p>Letter to send out with indication of lowering the cost for this opportunity.</p>	LaB	Residential Trip Meeting	£2000
<b>Total budgeted cost</b>						<b>£14,700</b>

## 1. Additional detail